



Bear Snores On A Bear Cub Grows Up

Subject(s): Language Arts, Science

Grade Level(s): preK-1

Learning Objectives

- Students will learn about bears and their behavior.
- Students will explore different ways animals prepare for winter, including hibernation.
- Students will use predictions to assist with comprehension.
- Students will practice rhyming by making up rhymes.
- Students will learn different ways to distinguish between fiction and nonfiction.

Fiction Resource

Bear Snores On

By Karma Wilson

Illustrated by Jane Chapman

Ages: 3-6

Lexile Level: 280

Themes: Animals, Winter, Hibernation, Humor, Poetry

Running Time: 8:40

Plot Summary: While Bear slumbers through a long winter, his friends take refuge in his cave during a winter storm. Bear remains in a deep sleep as Mouse and Hare brew tea and make popcorn. He doesn't awake even when Gopher, Mole, Wren, and Raven join them. The friends start a fire, sing, dance, and cook... while Bear snores on. Young viewers will be surprised and delighted at Bear's reaction when he finally does awake, to find himself surrounded by a group of uninvited guests.

Nonfiction Resource

A Bear Cub Grows Up

By Pam Zollman

Grades: 1-2; Ages: 6-7

Lexile Level: 340

Description: Introduces readers to the behavior and life cycle of bears by describing one year in the life of a bear cub.

Before Viewing the Video

1. Introduce students to the vocabulary. You can write vocabulary words on index cards and place them around the room, or pair words with pictures. If you have ESL students, make sure that you introduce the vocabulary words to them a few days before the lesson.
 - den:** an animal's home
 - howl:** to make a long, wailing sound
 - damp:** slightly wet
 - wee:** very small
 - hare:** an animal like a rabbit, but with longer ears
 - nibble:** to take small bites
 - chat:** to talk
 - slumber:** to sleep
 - gulp:** to drink quickly
 - tale:** a story
2. Ask students to describe what they already know or think they know about bears. Introduce the word "hibernation" and explain how this behavior allows some animals to survive in the winter. Guiding questions:
 - . Do you know any ways that animals survive in the winter?
 - . Do you know what bears do in the winter? Define hibernation.
 - . How does hibernation help bears?
 - . Do you know any other animals that hibernate?
3. Practice the comprehension strategy of making predictions with the children. Set the scene by briefly summarizing the video for the students, up until the part where Bear wakes up. (Suggested summary: Bear is in a peaceful sleep for the winter when all of his friends sneak into his cave to find protection from a winter storm. They begin to have a party while Bear sleeps. What do you think Bear will do when he wakes up?) Let students take turns making predictions. As an extension, you can write or they can draw their predictions before viewing the video. After viewing the video, revisit the predictions to see if anyone was close.

After- Viewing Activities

1. Revisit students' predictions. Did anyone guess correctly? Were any of the guesses close? How was Bear's reaction different from what the students had expected? Tell students that making predictions is a way to understand books and videos better.
2. Did they hear the new vocabulary words? Did it help them to know what those words meant before they watched the video?
3. Tell the students you are going to replay parts of the video and ask them to listen closely for words that sound alike. Remind them that words that sound alike are words that rhyme. After listening to those parts of the video, ask the children to tell you what words they heard. Make a list that everyone can see. Ask the children for other examples of words that rhyme. Then have students play a rhyming game. Ask the children to sit in a circle. The first person says a word and then each child in the circle says a word that rhymes with that first word. Continue until students can't think of any more words.
4. Students can also make a rhyming book. Have students choose a word or words from the book. Make a list of all of the words that the student can think of that rhyme with that word. Students can title their book "Words That Rhyme with _____" and write and draw a rhyming word on each page.

Paired- Text Activities

1. Review with students the difference between fiction and nonfiction. Explain that fiction tells about things that are imaginary, or make- believe, while nonfiction tells about things that happen in real life. Tell the students that they will be reading (or listening to) a nonfiction book about how a bear cub grows up. A nonfiction book contains true facts about a subject.
2. After students have read *A Bear Cub Grows Up*, draw a T- chart on the board or on chart paper. Label one side of the T- chart "Nonfiction" and the other side "Fiction." Ask students for examples of things that happen in *Bear Snores On*, and then ask them if they are fiction or nonfiction. Examples:
 - . A mouse makes a fire.
 - . The animals talk.
 - . The animals drink tea and make popcorn.
 Record these examples in the "Fiction" section of the T- chart after students give their responses. Now ask students for examples of things that happen in *A Bear Cub Grows Up*. Record the students' responses in the "Nonfiction" section.
3. Discuss with students the differences on the T- Chart. *Note: it is important to have a discussion about what is fiction and what is nonfiction. This is difficult for children to articulate. You may want to include some additional questions to get the discussion going.*
4. Conclude by having students draw scenes from *Bear Snores On* and *A Bear Cub Grows Up*. Post the drawings on the appropriate sides of the T- chart.

Further Research

Explore with the students the related Web links about bears that accompany this selection.

Assessment

Have the students play the educational games about *Bear Snores On* and *A Bear Cub Grows Up*. Review their results to assess their comprehension of the words and events in the story, as well as their ability to distinguish between fiction and nonfiction.